Dr. Gilbert L. Porter Elementary School

2022-23 Schoolwide Improvement Plan

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Dr. Gilbert L. Porter Elementary School

15851 SW 112TH ST, Miami, FL 33196

http://glpsod.dade.k12.fl.us/

Demographics

Principal: Jesus Gonzalez

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (55%) 2017-18: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dr. Gilbert L. Porter Elementary School envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. It is our mission to create an environment that focuses on the child's strengths; to motivate parents, teachers, administrators, and non-instructional personnel to believe that, at "The School of Discovery," all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

Provide the school's vision statement.

We are committed to provide educational excellence for all.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Gutierrez, Raul	Principal	The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor students achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage school budget, hire and evaluate staff and oversees the operation of the building.
Somohano, Lorena	Assistant Principal	The Assistant Principal will support the school principal with the day to day activities to include curriculum. As a curriculum leader, she attends District meetings and disseminates information with all of the instructional staff and/or grade level teachers as well as provide assistance. In addition, she oversees all of the educational programs (Bilingual, ESOL, ESE and Gifted) and assist with the operation of the facilities.
Cid, Maria	ELL Compliance Specialist	As ELL Compliance Specialist, the team leader over sees the ELL compliance and plans. She ensures students are receiving all of necessary services and assistance. As a PLST leader, she is responsible for creating and holding the in-school professional development courses. Ms. Cid also assists staff with their professional developments needs and concerns.
Martinez, Julie	Instructional Coach	As instructional coach, the school leader attends District meetings and disseminates information with all of the instructional staff and/or grade level teachers as well as provide assistance.
Armas, Mayte	Other	As a digital Innovation Leader, the team leader attends District meetings and trainings in new technology programs to be implemented in the classroom. The team leader provides training and/or in-house professional development to instructional staff as well as provide support as needed.

Demographic Information

Principal start date
Friday 7/1/2022, Jesus Gonzalez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
40

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
40

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school

500

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	83	79	101	70	89	0	0	0	0	0	0	0	482
Attendance below 90 percent	17	21	15	12	15	15	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	5	3	10	4	5	0	0	0	0	0	0	0	27
Course failure in Math	0	5	1	6	2	6	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	5	19	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	18	13	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	7	5	19	0	0	0	0	0	0	0	31

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	3	12	12	14	0	0	0	0	0	0	0	51

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	8	1	7	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/15/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	91	99	79	84	104	0	0	0	0	0	0	0	519
Attendance below 90 percent	7	7	6	7	9	13	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	2	1	7	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	4	1	15	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	4	17	31	34	30	27	0	0	0	0	0	0	0	143

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	1	2	2	2	9	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	2	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	91	99	79	84	104	0	0	0	0	0	0	0	519
Attendance below 90 percent	7	7	6	7	9	13	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	2	1	7	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	4	1	15	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	4	17	31	34	30	27	0	0	0	0	0	0	0	143

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	1	2	2	2	9	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	2	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	62%	56%				69%	62%	57%
ELA Learning Gains	65%						48%	62%	58%
ELA Lowest 25th Percentile	57%						38%	58%	53%
Math Achievement	60%	58%	50%				72%	69%	63%
Math Learning Gains	66%						52%	66%	62%
Math Lowest 25th Percentile	61%						51%	55%	51%
Science Achievement	53%	64%	59%				54%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	60%	5%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-65%				
05	2022					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-68%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	67%	0%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-67%				
05	2022					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-77%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	28	53	44	42	45	47	23				
ELL	50	66	61	57	61	53	49				
HSP	54	65	54	59	67	63	53				
WHT	55			73							
FRL	51	63	45	56	64	59	50				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	40	29		49	24		27				
ELL	55	50	36	60	36	36	35				
HSP	57	50	37	56	29	26	38				
FRL	57	56	38	53	37	31	33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	32	26	57	45	56	29				
ELL	62	46	33	67	52	58	50				
BLK	50			67							
HSP	69	48	39	70	51	50	52				
WHT	56	38		88	69						
FRL	66	49	37	68	49	46	45				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 2021 data findings:
In 2021 proficient data, 57% of the students were proficient compared to 69% from 2019 proficiency ELA data. That is a decrease of of 12 percentage points.
ELA learning gains is 51%, an increase of 3 percentage points from 48% in 2019.
In proficient Math proficiency is 57% of students were proficient compared to 72% from proficiency Math data. That is a decrease of 15 percentage points.
Math Learning gains is 66%, an increase of 36 percentage points from 30% in 2021.
Science proficiency indicates a 15% increase from 38% in 2021 to 53% in 2022.
ELA was an area in need of improvement. Math was also a need of improvement.
Based on the 2022 data findings:
ELA proficiency is 55%, a decrease of 2 percentage points from 57% in 2021.
ELA learning gains is 65%, an increase of 14 percentage points from 51% in 2021.
Math proficiency is 60%, a increase of 3 percentage points from 57% in 2021.
The trend has been that ELA proficiency has been declining schoolwide and is an area in need of improvement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2021 Data Findings;
ELA proficiency is 57%, this indicates a decrease of 12 percentage points from 69% in 2019.
Math proficiency is 57%, this indicates a 15 percentage points from 72% in 2019.
Science proficiency is 38%, this indicates a 16 percentage points from 54% in 2019.
Improvement needs to be made in all the subjects, ELA, Math and Science.
2022 Data Findings:
ELA proficiency is 55%, this indicates a decrease of 2 percentage points from 55% in 2021.
Math proficiency is 60%, this indicates only an increase of 3 percentage points from 57% in 2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2021 Data Findings:
Although we had focused on implementing rigorous planning with the end in mind for the past three years, the contributing factor to these areas of improvement is a decrease in the fidelity of including in their planning differentiated instruction. The learning loss index due to Covid-19 was also identified as a contributing factor.
2022 Data Findings;
Though differentiated instruction was implemented with more fidelity, small group instruction needs to be fluid based on data. In addition, rigor in instructional delivery and questioning needs to be emphasized.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2021 Data Findings:
ELA Learning gains increased from 48% in 2019 to 51% on the 2021 FSA ELA Assessment. That's an increase of 3 percentage points.
2022 Data Findings:
Math Learning gains increased from 30% in 2021 to 66% on the 2022 FSA Math Assessment. That's an increase of 36 percentage points.
Math Lowest 25% Learning gains increased from 25% in 2021 to 61% on to 2022 FSA Math Assessment. That's an increase of 36 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2021 Data Findings:
Fourth and fifth grade teachers created a collaborative planning schedule that allotted time to plan for differentiated instruction and disseminate data to create and/or revise the small groups.
Administrators will alternate attending the weekly collaborative planning sessions and conduct data chats with teachers.
2022 Data Findings:
Teachers utilized Topic assessments to remediate student deficiency in specific standards not mastered during whole group as well during small group instruction. In addition, teachers assigned individual lessons in I-Ready based on student's need.

What strategies will need to be implemented in order to accelerate learning?

Various strategies will need to be implemented to accelerate learning. Weekly common planning sessions will be held to analyze data and plan for data-driven instruction. Planning for effective Differentiated instruction will be included in the collaborative planning sessions. Additionally, Reading Horizons will be utilized for intervention and to monitor students through Response to Intervention (RtI).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group as well as grade-level sessions on using data to drive instruction (September /22) and differentiated instruction (September/22) and continuous data chats with individualized feedback and next steps (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly, and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Within the

collaborative planning, Instructional Focus Calendars with specific standards to target instruction will be developed.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the intended element of Differentiation. We selected the overarching area of Differentiation based a decrease of ELA proficiency from 2021 of 57% to 2022 of 55%; a decrease of 2 percentage points and Math proficiency from 2021 of 57% to 2022 of 60%, it's only an increase of 3 percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on student data. We will continue to provide the scaffolding necessary for the L25 subgroup to access grade-level content in order make learning gains and move towards proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement Differentiation in ELA and Math, then the student Math proficiency will increase by 10 percentage points and ELA student Proficiency will increase by a minimum of 10 percentage points as evidenced by the 2023 State Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership team will conduct quarterly data chats after each i-Ready Diagnostic Assessment, AP1, and AP2. During data chats, groups for differentiated instructions will be created and adjusted based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. The administration will perform walkthroughs to monitor the fidelity of differentiated instruction in the classroom. Data analysis of topic assessments will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains.
Person responsible for monitoring outcome:	Lorena Somohano (221594@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Differentiation, our school will focus on the evidenced strategy of data driven instruction. The ELA as well as the Math liaison will guide as well as assist the teachers as they develop the Focus calendars that focus on strategies and standards in the suggested District pacing.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Data driven differentiated Instruction as well as strategies will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students needs. Teacher will continually make adjustment to their instruction, plans, and instructional delivery as new data becomes available to drive D.I groups.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22- Teachers will be utilizing FSA as well as FAST and i-Ready data to analyze students' strengths and weaknesses. Teachers will include in their lesson plans the student grouping along with their differentiated instruction assignments. As a result students' will move towards proficiency in their areas of need.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

8/22/22-10/14/22- Quarterly data chats will be held with teachers after the fall administration of AP1 administration to discuss and develop plan for student grouping and the action steps for planning of differentiated instruction in reading and math. Teachers will in turn hold data chats with students to discuss their progress and goals.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

8/22/22-10/14/22- Reading and Math Liaison will recommend resources for the development of focus calendars in order to ensure teachers are using the suggested relevant and required resources which will align with data and students' needs. As a result, students will be able to demonstrate proficiency in their areas
of need.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

8/22/22-10/14/22- Conduct walkthroughs to ensure that teachers are meeting with student and conducting weekly differentiated instructions in Reading and Math. Students will be retaught or given extra support for areas of weakness, therefore ensuring understanding of the material being taught.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

10/31/22-12/16/22- After designated teachers attend their monthly ICADS, the teacher will share key information during their common planning meeting. The disseminated information will be used to adjust lesson plans and resources used during DI.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

10/31/22-12/16/22-Based on FAST as well as I-ready data, teachers will identify students that need intervention. Teachers will implement intervention to the selected students.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Using FAST as well as I-Ready Reading data, the Reading Liaison will assist the teachers in the development of Focus Calendar which will include small group instruction lessons. By creating these lessons, it will assist the teachers in utilizing the correct resources to be used in small groups. In turn, it will aid in closing the Reading achievement gaps.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement ELA data driven instruction, then students will increase by a minimum of 10 percentage points as evidenced by the 2023 ELA State Assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will conduct quarterly Reading data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure grade level reading instruction is taking place. Administrators will attend bi-weekly common planning sessions and give feedback to all grade levels.
Person responsible for monitoring outcome:	Raul Gutierrez (pr4511@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	During Data Driven Instruction, teachers will use FSA, FAST, I-ready and any other assessments in the development of small group instructions and in the selection of materials to be used during small groups. Teachers will include in their lessons, the objectives, activities and assessments that will evaluate students on the standards based content.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The teachers are implementing data driven instruction based on the data outcomes. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22-Teachers will provide opportunities for students to interact with each other and implement the Think, Pair, share model when dissecting a text. As a result, students will be able to verbalize their thought process when dissecting and analyzing a text.

Person Responsible	Raul Gutierrez (pr4511@dadeschools.net)

8/22/22-10/14/22- In-house B.E.S.T. ELA standard professional development will be offered to respected grade level teachers to implement the Florida Benchmarks in a more effective and efficient manner. As a result, teachers will have a better understanding of the Spiraled standards in the vertical progression.

Person Responsible	Maria Cid (mbbergouignancid@dadeschools.net)

8/22/22-10/14/22- ELA teachers will use Focus Calendars to plan on a weekly basis with small group instruction in mind. As a result, teachers' lesson plans will include small group instruction based on current data.

Person Responsible   Raul Gutierrez (pr4511@dadeschools.net)

8/22/22-10/14/22-Teachers will analyze biweekly assessment and adjust the small group instruction to address deficiency as well as provide enrichment as needed. As a result, students will receive instruction based on their individual level of needs.

Person Responsible   Raul Gutierrez (pr4511@dadeschools.net)

10/31/22-12/16/22-Teachers will continue to analyze biweekly assessment and adjust the small group instruction to address deficiency as well as provide enrichment as needed. After reviewing the biweekly assessment, teacher will adjust and/or change the resources being used during small group.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

10/31/22-12/16/22-Teacher will hold student data chats to review the biweekly assessments and create an individual plan to address deficiencies. As a result, students will receive instruction based on their individual level of needs.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

#3. Positive Culture and Environment specifically relating to celebrate success	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 school climate survey results, 47% of the staff agreed that staff morale is high. During the 2020-2021 school year, 92% of the staff felt morale was high at our school. This shows a decrease of 45 percentage points. We feel that teachers make up the largest part of the school and spend the most time with students. Research suggests that poor teacher morale can negatively affect student achievement and performance, while high teacher morale can boost student performance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With a wide variety of opportunities for our staff to participate in team building activities, the teachers will demonstrate a feeling of higher morale evidenced by an increase of at least 5% on the question addressing staff morale during the School Climate survey at the end of the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will be responsible for prompting each grade level for the name of a staff member within the grade level that should be recognized for his/her efforts in ensuring student success. The names will be shared with the Leadership Team in Leadership meetings.
Person responsible for monitoring outcome:	Lorena Somohano (221594@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administration will celebrate successes or acknowledge staff as well students accomplishments during Faculty meetings and morning announcements.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The leadership team will be responsible for prompting each grade level for the name of a staff member within the grade level that should be recognized for his/her efforts in ensuring student success. The names will be shared with the Leadership Team in Leadership meetings.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22-During monthly staff meetings, teachers will be recognized for above and beyond, employing best practices, or celebrating their students' achievement as a way of promoting school morale. As a result, teacher morale will increase.

Person Responsible   Raul Gutierrez (pr4511@dadeschools.net)

8/22/22-10/14/22-A "Shout Out" board will be displayed in the school's media center where all stakeholders can post positive "Shout Out" message to key stakeholders for doing something great. At faculty meetings, some of the messages will be shared with the staff. Stakeholders will be challenged to "shout out" a new person every month. As a result this will motivate staff with positive messages and increase morale.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

8/22/22-10/14/22-During the morning announcements, the Principal and/or Assistant Principal, will recognize exemplar a different students and/or staff members every week by highlighting a job well done. As a result of receiving recognition for their efforts in performing their duties in an exemplary manner, student and/or staff will feel motivated to contribute and understand that their role is important in the overall betterment of the school.

Person Responsible   Raul Gutierrez (pr4511@dadeschools.net)

8/22/22-10/14/22-The school's PTA will participate in rewarding teachers for their dedication and commitment to student success by hosting activities such breakfasts or luncheons throughout the school year. Tokens of appreciation will be shared with staff at different times of the school year. As a result, overall morale throughout the school will improve.

Person Responsible   Laurie Nevins (lnevins@dadeschools.net)

10/31/22-12/16/22- Reels will be created highlighting staff achievements and activities throughout the school. Weekly and sometimes daily will be posted on social media.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

10/31/22-12/16/22-Team building professional development will be conducted during the District November mandatory professional development day. As a result, teachers will be able to collaborate and work in groups to achieve the common goal.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate survey, 28% of the staff felt that their ideas are not listened to nor considered. Staff ideas and input should be a primary component of the decision making process.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully involve staff in important decision making, then staff will feel part of school decisions evidenced by an increase of 5% percentage points on the question regarding ideas being listened to and during the School Climate survey at the end of the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will identify specific staff members that are experts in areas that will serve as leaders with new initiatives and development. By engaging key teachers, we hope to create an environment where shared leadership is taking place. Feed back will be obtained through surveys and analyzed during grade level meetings. Findings will be shared during the Leadership meeting.
Person responsible for monitoring outcome:	Lorena Somohano (221594@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Involving Staff in Important Decision Making allows your staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Involving staff in important decision making allows for staff to gain professional and personal stake in the school and its overall success. Having key teachers invited to attend Leadership meetings and be part of the decision making process, teachers will feel empowered and more receptive to new initiative and decisions made. This commitment leads to the increased productivity as members of the staff are actively participating in reviewing data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22-Leadership team members will identify key teachers to attend the monthly Leadership Team meetings. As a result, the selected teacher will attend the meeting and participate with the leadership team.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

8/22/22-10/14/22-Invited teachers will be empowered to share their ideas and be part of the decision making process. As a result, selected teachers will disseminate information and decisions with their grade level.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

8/22/22-10/14/22-Teachers will be invited to EESAC meetings to review schools' data system review process. As a result, their suggestions will be welcomed to improve systems.

Person Responsible   Raul Gutierrez (pr4511@dadeschools.net)

8/22/22-10/14/22-Selected teachers will facilitate in-house professional development during non-opt teacher
planning days and/or grade level meetings. As a result, their ideas will become part of the decision making process.

Person Responsible   Raul Gutierrez (pr4511@dadeschools.net)

10/31/22-12/16/22-Key staff member will work together to create digital surveys for staff to continuously have an idea what are their needs and/or concerns. The results of these surveys will be used to drive decision making.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

10/31/22-12/16/22-Based on the results of the school created survey, selected teachers will facilitate in-house professional development during non-opt teacher planning days and/or grade level meetings.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grades K-2 often struggle with phonemic awareness. These students may have difficulty working with simple words, rhyming pairs, and/or showing interest in language games, even when

explicit instruction and practice in phonological awareness is provided. Working on areas that help to master these areas of deficiency will improve how students learn and respond to literacy, while improving their phonics.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The FSA 2021-2022, ELA assessment shows 57% of 3rd grade students scored below level 3. Reading comprehension is being identified as an area of struggle for students in grades 3-5 scoring below a Level 3. These students have difficulty understanding vocabulary and figurative language, inferencing, and other forms of expression. As a result, they are not reading at a proficient level. Providing assistance to students with vocabulary and thinking strategies will improve their overall comprehension.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If strategies for building phonics and phonemic awareness are successfully implemented, students will increase their ability to read common high frequency words and work with blends. Frequent practice is needed for building mastery, even if students have appropriate explicit and systematic instruction. Using strategies recommended by the district, suggestions from the instructional reading coach, and teaching instruction, students will improve their phonics and word recognition. As a result, 60% of students would show growth in this area.

Grades 3-5: Measureable Outcome(s)

Students who have struggles on exams in grades 3-5 most often have issues with reading comprehension. Further assistance is needed with vocabulary, figurative language, inferencing, and overall language development. Using progress monitoring, students' progress and learning gains will improve and scores will increase above a 3 in reading. As a result, 60% of students will show grade level proficiency by May of 2023.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress monitoring and iReady growth will be utilized to monitor students. In addition, intervention skills checks will also help to evaluate which students still have to make further progress. Wonders bi-weekly assessments will be an additional tool used to monitor student achievement.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Somohano, Lorena, lsomohano@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The use of evidence-based programs will yield moderate to strong results for improvements in reading. The Intervention Phonics Program, based on the Science of Reading, the Wonders Curriculum, and iReady are all evidence-based programs. These programs and the strategies will help students with their phonemic awareness and to build on their overall comprehension while aligning with the B.E.S.T. standards. As an additional resource, students in grades K-3 will be offered tutoring through the K-3 CRRSA ESSER II Reading Tutoring Grant.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Students who have explicit instruction, in addition to evidenced based programs, such as the Intervention Program, Wonders, and iReady, are more likely to receive the necessary targeted practice needed for improvement and making learning gains. These programs will assist with phonemic awareness, fluency, decoding, vocabulary, and comprehension. Students will raise scores closer into the grade level range versus their initial scores of less than 3 when initially tested.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
8/22/22-10/14/22-Literacy Leadership- The Administration and Literacy Leadership will work together to devise a schedule for Intervention. This assistance will be provided to students who need Tier 2 and Tier 3 Intervention Strategies and require assistance in phonemic awareness, comprehension, and/or other areas in reading.	Somohano, Lorena, lsomohano@dadeschools.net
8/22/22-10/14/22-Literacy Leadership- Data from progress monitoring will be used to group students based on their learning needs and similar areas of deficiency. This will help teachers target the areas needing reteaching and reinforcement.	Vega, Marilyn, mvega78@dadeschools.net
8/22/22-10/14/22-Literacy Coaching- Small group settings will be used by interventionists to provide instruction for the students needing additional assistance with Reading and Language Arts. This will provide time to focus on student needs and provide them with the support needed for improvement.	Vega, Marilyn, mvega78@dadeschools.net
8/22/22-10/14/22-Literacy Coaching- By monitoring intervention and small group instruction, observing the effectiveness of skills checks, and monitoring both growth and progress data, help will be provided in making adjustments as needed and in continuing to assist students in areas of weakness.	Vega, Marilyn, mvega78@dadeschools.net
8/22/22-10/14/22-Assessment- Students requiring adjustments in support and new approaches in teaching strategies will be determined by their scores in iReady and other assessments from the Wonder Curriculum and other progress monitoring systems.	Vega, Marilyn, mvega78@dadeschools.net
8/22/22-10/14/22-Assessment- Student groupings will be adjusted as students master certain skills or require reteaching of various lessons or concepts.	Vega, Marilyn, mvega78@dadeschools.net
8/22/22-10/14/22-Professional Learning- Teachers will share the best practices and resources that help their students generate the most learning gains. Common planning will serve as a collaborative setting in which the Reading Instructional Coach and grade level teachers will participate in discussions, strategize, and devise lesson plans for their whole and small group instruction.	Vega, Marilyn, mvega78@dadeschools.net
8/22/22-10/14/22-Professional Learning- Teachers will utilize new strategies for the B.E.S.T. standards and learn innovative strategies to better serve their struggling students and help them advance. Teachers will be supported when requesting to attend professional development for Language Arts and Reading.	Vega, Marilyn, mvega78@dadeschools.net
10/31/22-12/16/22-Literacy Leadership- The Administration and Literacy Leadership will continue to work together to devise a schedule for ESSER tutor. This assistance will be provided to students who scored red ion the I-Ready AP1 and require assistance in phonemic awareness, comprehension, and/or other areas in reading.	Cid, Maria, mbbergouignancid@dadeschools.net

Action Step	Person Responsible for Monitoring
10/31/22-12/16/22-Literacy Leadership- Data from progress monitoring will be used to re-group students based on their learning needs and similar areas of deficiency. This will help teachers target the areas needing reteaching and reinforcement.	Cid, Maria, mbbergouignancid@dadeschools.net
10/31/22-12/16/22-Literacy Coaching- Small group settings will be used by ESSER tutor to provide instruction during DI for the students needing additional assistance with Reading and Language Arts. This will provide time to focus on student needs and provide them with the support needed for improvement.	Cid, Maria, mbbergouignancid@dadeschools.net
10/31/22-12/16/22-Literacy Coaching- FAST and I-ready AP1 reports will be used to analyze and group students for intervention based on areas of deficiencies and additional assistance will be provided as needed.	Vega, Marilyn, mvega78@dadeschools.net
10/31/22-12/16/22-Assessment-Student groupings will continue to be adjusted as students master certain skills or require reteaching of various lessons or concepts.	Somohano, Lorena, lsomohano@dadeschools.net
10/31/22-12/16/22-Assessment-Additional support personnel will be provided to teachers when administering I-ready diagnostics as well as State assessments. This action will ensure student will be completed with fidelity and will perform to the best of their ability.	Somohano, Lorena, lsomohano@dadeschools.net
10/31/22-12/16/22-Professional Learning- Teachers attending monthly ICADS will share information with their grade level during common planning. Grade level teachers will participate in discussions, strategize, and devise lesson plans for their whole and small group instruction based on information shared from ICADS.	Somohano, Lorena, lsomohano@dadeschools.net
10/31/22-12/16/22-Professional Learning- Teachers will continue to utilize new strategies for the B.E.S.T. standards and learn innovative strategies to better serve their struggling students and help them advance. Teachers will be supported when requesting to attend professional development for Language Arts and Reading.	Cid, Maria, mbbergouignancid@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Dr. Gilbert L. Porter Elementary feels that a positive school culture is important for student achievement to take place. During in house professional developments, team building activities are implemented in order to increase staff morale and encourage socialization amongst teachers as evidenced in the Mr. Potato Head scavenger hunt during the Opening of School process. Staff, teachers as well as students are recognized monthly for achievements and success during Faculty meetings and morning announcements. Holiday and Spring shows are scheduled. Field Trips as well as Pep Rallies take place to motivate students. Themed no uniform days are scheduled throughout the year. Several activities are scheduled to increase parental involvement and increase a positive culture. Such activities include Pastelitos with Abuelitos, Hispanic Heritage Activities, Fall Festival, Muffins with Mom, Doughnuts with Dad, Black History Activities, etc.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The leadership team is involved in promoting a positive school culture. The Principal's role is to oversee all of the schools initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal plans different activities as well as monitors and assists in ensuring all information is being shared with all stakeholders. The Hispanic and Black History Committees plan and implement different activities. Teachers participate as well as encourage the participation of students in the different activities. The PTA spearheads many of the activities. Such activities are Pastelitos with Abuelitos, Fall Festival, Muffins with Mom, Doughnuts with Dad, as well as themed no uniform days.